



To Resist Drugs and Violence

Massachusetts State Funded D.A.R.E. Grant Program
Fiscal Years 1998 and 1999-Report to the Legislature

Commonwealth of Massachusetts
Executive Office of Public Safety Programs Division
Paul Cellucci, Governor
Jane Swift, Lieutenant Governor
Jane Perlov, Secretary of Public Safety
Michael J. O'Toole, Executive Director

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Authors:

Diana Brensilber, Statistical Analysis Center Director
Sara Phillips, Research Analyst, Statistical Analysis Center
Lynn Wright, Director of Juvenile Programs

If you refer to this report in a publication or in any other manner, we would appreciate being informed about such a reference. Whenever possible, a copy of such a document or reference should be sent to the Executive Office of Public Safety Programs Division at the address below.

If you have any questions or feedback regarding this report, please contact:

Executive Office of Public Safety
Programs Division
One Ashburton Place, Room 2110
Boston, MA 02108
Telephone: (617)727-6300
E-Mail: Sara.Phillips@state.ma.us
Internet Address: <http://www.state.ma.us/ccj>

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EXECUTIVE SUMMARY

The goal of the Drug Abuse Resistance Education Program (D.A.R.E.), the nation's most popular school-based drug education program, is to prevent drug, alcohol and tobacco use among young people. The Program is designed to provide drug prevention education to students at the elementary, intermediate and high school levels, utilizing uniformed law enforcement officers as instructors. Through specialized curriculum and teaching resistance techniques, D.A.R.E. serves to assist young people in developing those techniques to resist the use of alcohol, drug, and tobacco, as well as the peer pressure that often accompanies substance experimentation.

The Executive Office of Public Safety began funding the D.A.R.E. Program in Fiscal Year 1994. The number of participating communities has steadily risen, a near 50% increase since the Program's inception in 1994. During Fiscal Year 1999, a total of 307 police departments implemented, enhanced, and/or expanded the D.A.R.E. program within their community with the aid of state funding. Any city or town within the Commonwealth that wishes to introduce, enhance, or expand the D.A.R.E. program within their community is eligible for state funding.

The D.A.R.E. Year-End Evaluation Report is used to collect data on each department's program. Program data is collected on the number of participating police departments, officers, students, schools, and citizens according to the following areas: D.A.R.E. lessons from the pre-school level to high school, alternative educational sessions, community outreach activities, community education presentations, officers training, D.A.R.E. personnel information, and equipment purchases.

Program Highlights, Fiscal Years 1998 and 1999

- As compared to FY98, data from FY99 indicated an 11% increase in the number of police departments presenting D.A.R.E. at the pre-school level, a 7% increase in department involvement in the core curriculum, and a 17% increase in participation at the high school level.
- In FY99, the number of police departments implementing poster and essay contests increased 10% over the prior year.
- A 7% increase in the number of police departments implementing teen dating violence was reported from FY98 to FY99. Over 21,500 students from varying grade levels participated in the Program during FY99.
- The number of D.A.R.E. officers offering field trips to students increased by 5% from FY98 to FY99. Over 24,000 students participated in this Program component during FY99.
- An 11% increase was reported in the number of police departments involved in the D.A.R.E. Summer Day Program compared to FY98. Approximately 17,400 young people were served by this initiative in FY99.
- In FY99, the number of police departments, officers, and students participating in Ropes Course/Adventure training for young people increased by 20%, 28%, and 45% respectively compared to FY98.

This report presents an overview of the program's design, the grant process, descriptions of program components, and overall achievements of the Massachusetts D.A.R.E. Program during fiscal years 1998 and 1999.

DRUG ABUSE RESISTANCE EDUCATION (D.A.R.E.) PROGRAM OVERVIEW

Purpose

The primary goal of the Drug Abuse Resistance Education Program (D.A.R.E.) is the prevention of drug, alcohol and tobacco use among young people. Through education and teaching resistance techniques, D.A.R.E. serves to assist young people in developing those techniques to resist the use of alcohol, drug, and tobacco, as well as the peer pressure that often accompanies substance experimentation. Established in Los Angeles in 1983, D.A.R.E. was developed as a collaborative effort between the Los Angeles Police Department and the Los Angeles Unified School District (Rosenbaum & Hanson, 1998). Since then, D.A.R.E. has been adopted by police agencies and school districts across the nation and around the world.

D.A.R.E. is most recognized for utilizing police officers as curriculum instructors. Training police officers as D.A.R.E. program instructors enhances the credibility of the anti-drug message D.A.R.E. promotes, and the consequences of alcohol, tobacco, and drug use. The officers serve as a valuable resource by providing young people a positive role model as a law enforcement representative. More importantly, the program provides young people an opportunity to get to know an officer *outside* the police role, serving to encourage a trusting relationship between the two. Through school-based lessons and extracurricular activities provided for young people, the D.A.R.E. Program strives to provide the most effective drug education and prevention. The specialized D.A.R.E. curriculum is designed to provide young people the strategies to resist substance use and peer pressure, develop self-esteem and good decision-making skills, as well as provide alternatives to drugs and alcohol.

D.A.R.E. Program Mission Statement

The following represents the *core mission* of the D.A.R.E./ Tobacco Control Program:

The D.A.R.E./Tobacco Control Program is a drug abuse prevention education program designed to equip elementary, intermediate, and high school students with skills for resisting peer pressure to experiment with alcohol, tobacco, and other drug use. It is an integral component of a community's drug prevention program. D.A.R.E. utilizes uniformed law enforcement officers to teach the formal D.A.R.E. curriculum to students. These D.A.R.E. instructors serve as role models for impressionable youth while providing awareness of the dangers of alcohol, tobacco, and other drugs. D.A.R.E. officers help students develop the skills they need to identify how the media influences the way people think, feel and act about alcohol, tobacco, other drugs, and violence. Furthermore, D.A.R.E. officers' help students deal with anger, peer pressure, and disagreements by imparting non-violent conflict resolution alternatives to violent behavior. In addition, the D.A.R.E. officer plays a significant role with regards to the prevention of tobacco use through such efforts as seeking merchant compliance and enforcement of state laws prohibiting sales of tobacco to anyone under 18 years of age. D.A.R.E. also seeks to reduce tobacco consumption by working with other prevention programs in educating our youth about the hazards of tobacco, limiting youth access to tobacco, and reducing exposure to second-hand smoke at work sites and public spaces. To this end, D.A.R.E. officers pledge to work toward the goal of a smoke-free community (Executive Office of Public Safety Programs Division, 1999).

This mission statement is signed by each participating community's Chief of Police and Superintendent of Schools to demonstrate their commitment to D.A.R.E.

Program Goals and Objectives

The core curriculum is designed to provide ways for youth to avoid substance abuse and violence as they grow older. D.A.R.E. focuses on the following areas:

- ♦ Drug, alcohol, and tobacco resistance
- ♦ The development of positive alternatives to substance use
- ♦ Enhancement of self-esteem, assertiveness, conflict resolution skills, and interpersonal and communication skills (BJA, 1995).

The structure of the D.A.R.E. Program consists of twelve essential program components which serve to increase the overall success of D.A.R.E., keeping the above focus areas in mind. When applied together, these components serve to achieve the following goals:

- ♦ To promote the knowledge and skills to resist peer pressure to experiment and engage in drug and alcohol use.
- ♦ To enhance self-esteem.
- ♦ To promote alternatives to using drugs and alcohol.
- ♦ To promote the development of risk assessment, anger management, conflict resolution and decision-making skills, as well as increase assertiveness and awareness through drug education.

The twelve program components are described below.

Joint Planning

The success of the D.A.R.E. Program is dependent on a collaborative effort between law enforcement personnel and school administrators, with ongoing support of community members. Meeting with representative groups from the community encourages increased programmatic support that is essential for D.A.R.E.'s ongoing influence and success.

Written Agreement

The first step in implementing the D.A.R.E. Program is to establish a written agreement between the participating police department and school department. This statement of mutual commitment must include the assignment of a qualified officer as the designated D.A.R.E. instructor, a commitment to provide sufficient classroom time for the presentation of the D.A.R.E. curriculum, and the designation of an agency as the primary overseer of the program.

Officer Selection

The selection of a D.A.R.E. officer involves a preliminary screening process and a formal interview by a review panel consisting of both police and school personnel. The general requirements include a non-smoking police officer that has a minimum of two years street experience. The designated officer must maintain a high degree of professionalism both inside and outside the classroom, and possess excellent communication and organizational skills.

Officer Training

All officers who participate in the D.A.R.E. program are required to complete training in the D.A.R.E. Core Curriculum (*see below*), a structured and sequenced presentation of material

offered in the classroom. The specific training consists of an intensive two-week (80-hour) seminar jointly conducted by law enforcement and educational agencies. Other D.A.R.E. curriculum training includes: K-4 curriculum, Junior High, Senior High, Special Education, and the Parent Program. In addition, the D.A.R.E. program encourages opportunities for continuing training for those designated as D.A.R.E. officers. Participation in such ongoing training sessions, where updated programmatic information is presented, promotes officers' knowledge and skills with regard to the latest D.A.R.E. teaching methods and ideas for implementing new program initiatives.

Curriculum

D.A.R.E.'s specialized curriculum, ranging from kindergarten to the twelfth grade, helps provide young people with alternatives to alcohol and drug use. The core D.A.R.E. curriculum, designed for grades 5 and 6, teaches students social skills to recognize and resist peer influences. In addition to building refusal skills, the lessons focus on developing and improving communication skills, critical thinking, and identifying positive alternatives to negative pressures.

Program Initiatives

All D.A.R.E. program initiatives aim to assist young people in enhancing self-esteem and good judgment by learning self-management skills such as decision-making, risk assessment, values clarification, and problem solving. Through their role both inside and outside the classroom, police officers have a considerable impact on participating students and the overall success of the program. D.A.R.E. officers are encouraged to build upon such D.A.R.E. components as conflict resolution, media influences on alcohol and drugs, and violence prevention when providing the program curriculum to young people.

Extra-curricular programs reiterate the same message presented in the classroom. These programs include, but are not limited to: school sponsored health fairs, graduation activities, holiday and seasonal events, and pre- and post-prom activities. In addition to school-based extracurricular activities, the most comprehensive D.A.R.E. program outline includes program elements that are conducted *outside* the classroom setting and within the community. These programs are either D.A.R.E. initiated or sponsored, and include summer camps, field trips, community-based health fairs, athletic team sponsorship, and holiday activities.

Classroom Instruction/Officer Assignment

Typically, officers are assigned to each school within their community for a full day. Thus one officer can serve up to five schools per week per semester, or ten schools in a two-semester school year. The presence of a certified teacher is required during the officer's presentation for both assistance and monitoring purposes. Efforts to familiarize teachers with the program and the designated roles of both faculty and the D.A.R.E. officer are done through teacher orientation. In order to be successful within the classroom, the officer needs the support and understanding of teachers. Together, the police and school faculty can promote the program's message to the students more effectively.

Officer Appraisal

An important component of the D.A.R.E. Program is to develop procedures that serve to monitor and evaluate the officer's presentation of the Program's curriculum and success at reaching the

students. Monitoring the instructor's presentation of the D.A.R.E. curriculum ensures that it is presented accurately and effectively. The Chief of Police/Supervisor, school administrators, teachers, parents, and students are encouraged to evaluate the D.A.R.E. officer's performance in the classroom via surveys and/or classroom attendance. These evaluative methods assist in assessing any problems that may be encountered in the presentation of any D.A.R.E. material, as well as determining program strengths.

Informal Officer-Student Interaction

D.A.R.E. officers frequently spend time interacting with students informally, providing students the opportunity to become acquainted with the officer. This informal officer-student interaction may take place on the playground, during athletic events, in the cafeteria, or during student assemblies. Ideally, the officer becomes someone a student can turn to if he or she is experiencing problems.

Teacher Orientation

A cohesive and receptive relationship between D.A.R.E. officers and teachers within the classroom is absolutely necessary for the success of the Program. D.A.R.E. officers are encouraged to meet with faculty prior to the presentation of the curriculum as a means to familiarize the staff with the goals and objectives of the D.A.R.E. Program.

In-Service Training

As part of the implementation of D.A.R.E, officers should be provided the opportunity to participate in additional programmatic training which serves to enhance their knowledge of the program and to expand the ways in which the D.A.R.E. message is presented to young people. The Massachusetts Criminal Justice Training Council is the primary agency responsible for D.A.R.E. training initiatives for officers. Training sessions are available for a variety of program components.

Parent Education

Parent participation and understanding is essential to any substance abuse prevention effort. The D.A.R.E. Parent Component, a series of six, 2-hour sessions, is designed as an informative program component for parents of children who are receiving D.A.R.E. lessons in their school. These sessions provide an opportunity for parents to review the curriculum, ask questions that may be raised regarding the program and its content, and serve to heighten parental awareness regarding the social conditions and peer influences that affect a child's decision-making processes (BJA, 1995).

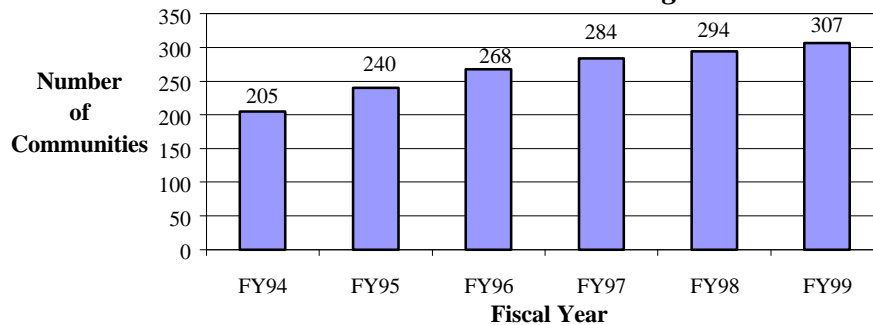
Community Presentations

All parties committed to the D.A.R.E. Program and its success must make efforts to expand the Program's visibility, and outside awareness and participation by other agencies. In striving for this awareness, departments and participating D.A.R.E. officers are encouraged to meet with groups representing all areas of the community, thereby promoting a level of community understanding and awareness that is essential for the D.A.R.E. Program's successful implementation.

D.A.R.E. PROGRAM in MASSACHUSETTS

In 1994, the Executive Office of Public Safety began funding the D.A.R.E. Program the nation's most popular school-based drug education program. The D.A.R.E. Program is designed to provide drug prevention education to students at the elementary, intermediate and high school levels, utilizing uniformed law enforcement officers as instructors.

Chart 1. FY94- FY99 Community Participation in the State-Funded D.A.R.E. Program



As Chart 1 shows, the number of police agencies participating in D.A.R.E. has steadily risen, increasing nearly 50% from the Program's inception in 1994. During Fiscal Year 1999, a total of 307 police departments implemented, enhanced, and/or expanded the D.A.R.E. program within their community with the aid of state funding.

Grant Award Process

Eligibility

Any city or town within the Commonwealth that wishes to introduce, enhance, or expand the D.A.R.E. program within their community is eligible for state funding. Communities that receive D.A.R.E. grant funds must use such funds for the D.A.R.E. curriculum and related D.A.R.E. programs only.

Requirements

All grant applicants are required to have at least one certified D.A.R.E. officer assigned as an instructor to present the D.A.R.E. curriculum. If this is not possible, grant recipients may utilize a certified D.A.R.E. officer from another source to provide D.A.R.E. instruction (e.g., Massachusetts State Police, Sheriffs' Departments, outside police departments). In addition, recipients of D.A.R.E. funding must provide, at a minimum, the D.A.R.E. Core Curriculum designed for the 5th and/or 6th grades (Executive Office of Public Safety Programs Division, 1999).

Selection Process

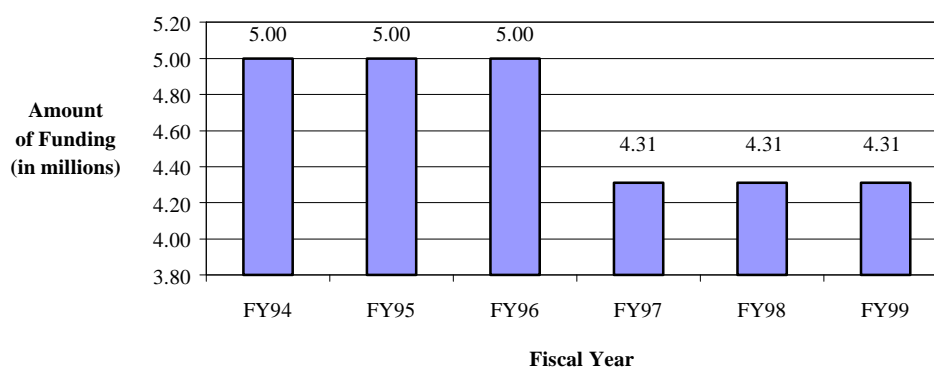
The D.A.R.E. Advisory Review Board consists of a panel of professionals representing a cross-section of D.A.R.E. law enforcement experts, tobacco control oversight professionals, and policy makers. The overall mission of the Advisory Board is to devise an impartial means for distributing state funds to support D.A.R.E. programs. The Advisory Board also contributes to

the design of program reporting requirements, evaluation criteria, and is available for technical assistance to recipients.

Allocation and Administration of Grant Awards

Initiated in 1994, \$5 million in state funds were allocated to implement the D.A.R.E. Program throughout the Commonwealth. Though the amount of program funding has been reduced during the past three years, the number of communities receiving state funds has steadily increased.

Chart 2. FY94-FY99 State D.A.R.E. Program Funding



The D.A.R.E. Advisory Review Board allocates D.A.R.E. funds based on the community's total student population. The standards for the allocation of funding are as follows:

| Total Student Population | Maximum Eligible Award Amounts |
|--------------------------|--------------------------------|
| 0 - 1,500 | \$6,000 |
| 1,501-3,000 | \$9,700 |
| Over 3,000 | \$13,000 |

Source: Student population figures obtained by the Massachusetts Department of Education Information and Outreach Services, and School Finance Services. Eligible award amounts reflect only Fiscal Years 1997 through 1999.

Following the determination of award eligibility, the Board scores each application based on the quality of the program proposal. Police departments may receive an increased award amount if other eligible departments fail to submit an application for funding. The unallocated funds are then redistributed to those applicants that score in the top one-third of all applications received.

Use of Funding

All grant recipients are required to adhere to guidelines established by the state regarding the purposes for which D.A.R.E. funds can be applied. D.A.R.E. funds are not meant to replace any other part of the department's budget, but to be used as additional funding. Funds for programs and services provided through this grant are intended to supplement, *not supplant*, other funding sources. The following categories are those which departments may use funds to support.

Personnel

Funds are used to compensate for any personnel costs that would be incurred as a result of their commitment to the D.A.R.E. program and program initiatives.

Training

Funds are used to provide D.A.R.E. curriculum training for personnel, as well as in-service training to promote officer awareness of the program. Costs related to training are also included, such as tuition, travel, lodging, and meal expenses.

Overtime - Training

Funds are utilized to defray overtime costs incurred by an officer participating in any D.A.R.E. training that occurs and/or extends *beyond* his/her regularly assigned tour of duty.

Overtime - Replacement Costs

Funds are used to defray any overtime replacement costs incurred as a result of an officer being assigned to a D.A.R.E. related activity, and is therefore, unavailable to fulfill his/her regular scheduled tour of duty.

Overtime - Beyond Regularly Scheduled Tour of Duty

Funding used to defray overtime costs incurred as a result of a D.A.R.E. officer working on D.A.R.E. activities *beyond* his regularly scheduled tour of duty.

Supplies and Operating Expenses

Funding is to be used to compensate for the costs of supplies and/or materials needed to support or enhance any D.A.R.E. program initiative. This includes, but is not limited to the following: D.A.R.E. curriculum workbooks, films/videos, classroom supplies, and supplies necessary for recreational activities, summer camps, athletic events, after-school programs, tobacco sting operations, and merchant education seminars.

Equipment

Funds are used to defray the costs of purchasing or leasing equipment, (e.g., televisions, VCRs, computers) that supports D.A.R.E. program initiatives or is directly related to the D.A.R.E. Program.

Communication Equipment

Funding is utilized to defray the costs of purchasing communication equipment, (e.g., modems, pagers, and cellular phones) that is directly related to the D.A.R.E. Program.

Other

Funding is used to compensate for the cost of D.A.R.E. related services such as: consulting and program evaluation expenses.

Reporting and Evaluation

Monitoring and evaluation of the D.A.R.E. Program is conducted both during the funding period and following the completion of the program. Under the conditions of the D.A.R.E. Grant Program, all grant recipients are required to complete a Mid-Year and Year-End Report. These reports allow for a comprehensive summary of the D.A.R.E. program components implemented locally, regionally, and state wide. The Mid-Year Report, to be completed at the funding period midpoint, is designed to assess the status of the program and any issues surrounding the implementation of initiatives. Questions pertaining to the department's goals and objectives in relation to their D.A.R.E. program are included, providing departments the forum to present questions, requests for assistance (which can be made at any time), and to provide information on any successes and achievements made during the first half of the funding year. The Year-End Evaluation Report builds upon the Mid-Year Report, and is designed to collect quantitative data on each departments' program as a whole, obtaining an assessment of the program and the achievements made throughout the year. Specifically, the Year-End report assess the number of police officers, students, and schools that participated in each initiative implemented within their community.

The data collected from these reports provides EOPS an invaluable amount of information on the status of D.A.R.E. programs across the state. The data provides figures on the number of students, schools, citizens, and officers participating in a wide variety of anti-drug and alcohol initiatives offered throughout the year. The data acquired through this evaluative tool can also provide information to future grant recipients in deciding what other program initiatives are being implemented throughout the state.

Methodology

For the second consecutive year, the Year-End Evaluation Report has shown to be an invaluable tool in assessing the implementation of the State D.A.R.E. Program and how the allocated funds are utilized. The Year-End Report requires departments to report on only those initiatives which have been enhanced or implemented using D.A.R.E. Program funding.

The D.A.R.E. Year-End Evaluation Report was mailed to funded departments at the close of the grant period. Once returned, the data provided within the evaluation reports was entered into a database, whereby summary reports were run to obtain total figures for the year. Fiscal Years 1998 and 1999 data were analyzed and comparisons were made for the number of students, police officers, schools, and citizens participating in specified initiatives. As is detailed in the following pages, the reported data indicated that there were significant declines in participation for a number of D.A.R.E. initiatives. Through a careful review of the data, certain explanations have been identified.

The reported decline in participation of some program components may be explained by the changes made in the most recent version of the D.A.R.E. Year-End Evaluation Report. Revisions of the 1999 Year-End Evaluation Report added new components, thereby providing departments the opportunity to provide more detailed information regarding the D.A.R.E. Program within their community. As a result, the revised evaluation report was successful in obtaining more accurate data on the nature of the initiatives implemented during the FY99 grant period.

Another possible explanation for the declines is that program initiatives that were poorly attended in FY98 were not repeated in FY99. Rather, to better utilize resources, departments implemented different programs the following year. Similarly, some initiatives are designed as “one time only” opportunities for police officers and participating residents. The listed training opportunities for D.A.R.E. officers are designed as such, and as a result, a decline in participation should not be alarming. Police departments assign a limited number of officers to serve as instructors for their local D.A.R.E. Program, and certification is mandated for each officer. In addition, low levels of officer training for D.A.R.E. Program components may be indicative of a low turnover among D.A.R.E. officers. Instructor certification training is to be attended only once, unless updates and revisions to the curriculum are made, whereby officers must attend a curriculum update training. However, these updates and revisions are not necessarily implemented annually.

A decline in student participation (according to grade level) in classroom lessons and extracurricular initiatives may simply reflect a decline in student enrollment for the year within the community. Subsequently, because of a decline in enrollment, it would not be unusual that the number parents or community residents declined also.

Frequently, police departments have a program component available to the community that is supported by local or federal grant money, or private donations rather than state grant funding. Additional funding opportunities have a direct impact on D.A.R.E. initiatives, thus an impact on the reported decline in participation. Initiatives that are made available by the department but are not assisted with state D.A.R.E. program funding are not reported on the year-end report. It is important to recognize the impact non-state funding has on interpreting the findings of the Year-End reports. The decline in participation may reflect funds being adjusted and allocated to different initiatives in FY99.

Lastly, as with any attempt to collect data, there will be discrepancies in the interpretation of the collection tool. For department personnel reporting for the first time, the number of officers and/or civilians that participate in a noted program initiative maybe estimated too high or too low. As an example, for the person completing the report, Tobacco Stings and Compliance checks may be inherent in police activity, however the number of officers should reflect only those D.A.R.E. officers that are participating in such an task as it relates to the D.A.R.E. Program. In some cases, the data provided might reflect an entire department having been involved in a particular component of the Program, which may not have been inaccurate.

PROGRAM COMPONENTS

The following section provides a description of the various components of the Massachusetts D.A.R.E. Program. These components may include participation by police departments, officers, students, schools and/or citizens throughout the community. When applicable, charts are presented reflecting the number of participating police departments, youth, schools, and officers to accompany each component. In addition, tables are presented providing a comparative analysis of data from both fiscal years 1998 and 1999, and includes the percent change in participating parties.

D.A.R.E. Supported Personnel

State D.A.R.E. funds have been utilized to compensate police and personnel for the time they dedicate to the program. Outside departments, including the Massachusetts State Police and area Sheriff's Departments, often assist smaller towns and communities by providing D.A.R.E. certified officers to present the Program's curriculum in their schools. In addition to outside personnel assistance, departments utilize funding to support counselors, teachers, grant writers, and secretaries who assist in the local administration and/or implementation of the community's D.A.R.E. Program. As Table 1 and 2 demonstrates, participating police departments have utilized personnel from external agencies and hired additional personnel to assist in the implementation of the D.A.R.E. Program. It should be noted that the number of full-time supported positions (Table 2.) increased during FY99, whereas part-time positions decreased. The numbers reflect the opposite during FY98. This "switch" in supported positions may reflect staff that were strictly part-time in FY98, and made full-time personnel during the FY99 funding period.

TABLE 1. FY98 – FY99 External Personnel Compensated with D.A.R.E. Funds

| Department Type | Number of Departments | | Number of Instructors | |
|-------------------------------|-----------------------|------|-----------------------|------|
| | FY98 | FY99 | FY98 | FY99 |
| Massachusetts State Police | 7 | 9 | 13 | 7 |
| Sheriff's Department | 5 | 5 | 14 | 8 |
| Neighboring Police Department | 19 | 14 | 32 | 32 |

TABLE 2. FY98 – FY99 Number of Full-Time and Part-Time Positions Supported with D.A.R.E. Funds

| Staff Title | Full-Time Positions | | Part-Time Positions | |
|---------------------|---------------------|------|---------------------|------|
| | FY98 | FY99 | FY98 | FY99 |
| Grant Writer | 4 | 15 | 28 | 7 |
| Secretary | 7 | 14 | 29 | 5 |
| Counselor | 4 | 7 | 8 | 2 |
| Teacher | 9 | 11 | 25 | 11 |
| Project Coordinator | ** | 11 | ** | 5 |

** Data not captured in FY98.

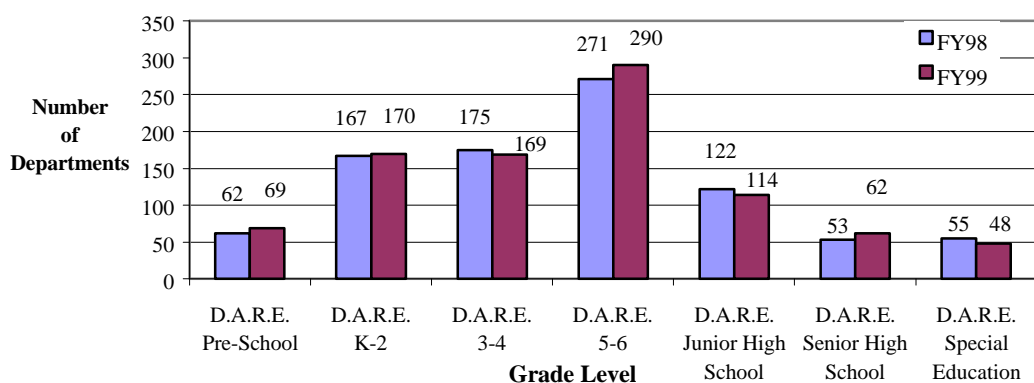
TABLE 3. FY98 – FY99 Officer’s Time Devoted to D.A.R.E. Program

| Officers Time Spent | Full-Time Officers | | Part –Time Officers | |
|--|--------------------|------------|---------------------|------------|
| | FY98 | FY99 | FY98 | FY99 |
| Officers spend 75%-100% of time on D.A.R.E. | 247 | 165 | 44 | 16 |
| Officers spend less than 75% of time on D.A.R.E. | 285 | 327 | 189 | 142 |
| Total Officers | 532 | 492 | 233 | 158 |

Curriculum

The foundation of the D.A.R.E. Program is a specialized curriculum geared to children of varying ages and stages of development and maturity. The structure of the D.A.R.E. curriculum and topic areas are organized based on grade level, reflecting the needs of children participating in the program. At each grade level, the program’s focus and anti-drug message becomes more detailed as it relates to the experience of the student age group. Collaborative working relationships between school faculty and D.A.R.E. officers enhance the successful implementation of the classroom instruction component of the program. The following section provides descriptions of each D.A.R.E curriculum component offered throughout the Commonwealth.

Chart 3. FY98 - FY99 Number of Police Departments Providing D.A.R.E. Lessons



Pre-School

At the pre-school level, the D.A.R.E. message is introduced to children under the age of five. Though not as lengthy or intensive as the curriculum presented at the upper grade levels, topics focus on personal safety, learning to say no, the importance of obeying elders and the law, and a general introduction to both helpful and harmful uses of medicines and drugs. Instituting the D.A.R.E. Program at the pre-school level familiarizes young children with drug resistance, which may be valuable when entering the upper grades. Over 5,300 pre-school students received D.A.R.E. lessons during FY99, a 17% decrease compared to the prior year when 6,370 students were served. Despite this decrease in students served, seven additional police departments presented D.A.R.E. at the pre-school level in FY99.

K-2

The D.A.R.E. curriculum presented from kindergarten to the second grade focuses on personal safety by providing children with the skills to recognize, avoid, and report situations that are

dangerous and which threaten their personal safety. At this level, D.A.R.E. instructors also concentrate on introducing the subsequent dangers of alcohol and tobacco, educating young people on how to resist drugs, alcohol, and violence. The curriculum, provided in the form of officer visitations, is organized into four lessons focusing on introductory topics that set the foundation for D.A.R.E. curriculum offered at the higher grade levels.

- The “Being Safe and Personal Safety” lesson teaches children the rules for being safe, and ensuring their own personal safety.
- The “Drugs: Harmful or Helpful” lesson educates children on the various types of medications and household products which are safe and those that are not.
- The “Learning to Say No” lesson focuses on children learning to say no and how to respond to peers or adults in uncomfortable situations.
- The “About Feelings” lesson teaches young children how to appropriately handle feelings of anger against others and the appropriate responses to such situations.

During FY99, 61,224 students from kindergarten to second grade participated in the D.A.R.E. Program, down from 65,547 from the previous year.

Grades 3-4

Keeping with the objectives of the curriculum for grades K-2, students in the third and fourth grades are presented with both personal and drug safety prevention strategies. Curriculum at this grade level is similar to the lower grades, but is expanded to focus on a variety of skills including: improving refusal and cognitive skills, recognizing and effectively responding to peer pressure, understanding the consequences of risk-taking behavior, critical thinking and decision-making, and the encouragement of healthy alternatives to drug, alcohol, and tobacco use. Specifically, the five lessons include the following: “Laws and Rules to Keep Safe,” “Drugs May Help or Harm,” “Saying No to Drug Offers,” “Handling Conflicts Without Violence,” and “Avoiding Gang and Gang Violence.” Over 51,500 3rd and 4th grade students participated in the D.A.R.E. Program during FY99, a 12% decline from the 58,400 students served in FY98.

Core Curriculum (Grades 5 and 6)

The core D.A.R.E. curriculum, designed for fifth and sixth grade students and the most intensive curriculum, includes one lesson per week presented for seventeen consecutive weeks. The core curriculum emphasizes resistance, self-efficacy/self-esteem, decision-making, interpersonal communication, conflict management and violence prevention, and safe and healthy alternatives to drug use. A variety of teaching techniques are used in the curriculum’s presentation, including question and answer sessions, group discussions, role-playing, and workbook exercises. Students are provided with a detailed presentation on drugs and their varying effects on the mind and body, consequences, and addiction. In addition, social factors are discussed in relation to drugs and alcohol, such as the media influence on the perceptions and feelings of drug/alcohol use, the impact of violence and how to better resolve issues in non-violent ways, and gang and group violence which focuses on the consequences of joining such groups. A 7% increase was reported for the number of police departments providing the core curriculum to over 84,200 students across the state during FY99. This is a 2.5% increase in students served compared to FY98.

Junior High School

D.A.R.E. Junior High School curriculum continues with the topic areas presented at the fifth and sixth grade levels. The ten lessons that are presented at the junior high school level, taught cooperatively by the D.A.R.E. instructor and classroom teacher, are designed for an audience that is facing peer pressure and drug availability at a higher frequency compared to students in the lower grade levels. The lessons are presented during required classes such as health, social studies, or science. At this level, emphasis is put on the laws and school codes regarding possession of drugs and incidences of violence, forming healthy friendships and relationships, anger management and appropriate conflict resolution skills, improving social skills, and avoiding violent and gang related relationships (including dating violence). These lessons also provide young people with alternative methods of coping with peer pressure and making strong personal choices. During the 1999 reporting period, nearly 32,700 students at the junior high school level participated in the D.A.R.E. Program. This number declined approximately 6% from the previous year, which reported serving 34,680 students.

Senior High School

High school students are often faced with more difficult day-to-day choices relating to substance use compared to their younger counterparts. In response to this, the senior high school curriculum is designed to educate students about the social, personal, and legal consequences of drugs and alcohol. Ten D.A.R.E. lessons are offered for students from the ninth to twelfth grades, the first five of which are presented in a "team" teaching format by both the high school teacher and the D.A.R.E. officer. The curriculum directly focuses on and emphasizes information and skills which assist high school students in making healthy decisions in high-risk, low-gain situations, and reinforcing and reviewing anger management strategies and conflict resolution skills which can prevent any potential harm caused by drug use and/or violence. Additional lessons focus on teenagers and the law, zero tolerance laws and drug testing, the role of the media on drugs and violence, and drunk driving. During the FY99 funding period, the number of police departments making the D.A.R.E. curriculum available at the high school level increased 17% compared to FY98. FY98 data indicated that over 20,500 high school students received D.A.R.E. lessons, compared to FY99 figures indicating a 14% decrease, totaling just over 17,700 participating students.

Special Education

In an effort to make the D.A.R.E. Program available to all students, the program curriculum is offered to students with learning and physical disabilities within communities across the state. Officers receive specialized training lasting 17 weeks, which allows them the opportunity to present the same curriculum to students with learning disabilities and behavioral disorders that is available for other student populations. There was a 9% increase in the number of special education students receiving D.A.R.E. curriculum during FY99 compared to the previous year (2,931 students in FY98 and 3,190 students in FY99).

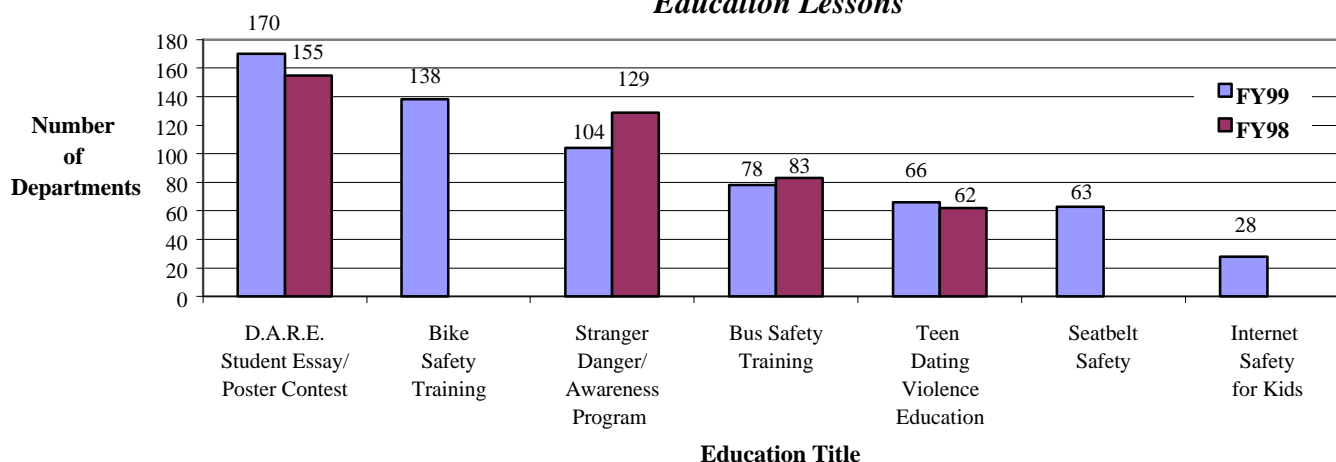
TABLE 4. FY98 and FY99 Participating Police Departments, Youth, Schools, and Officers in D.A.R.E. Education

| Curriculum Type | Participating Departments | | Percent Change | Youth Served | | Percent Change | Participating Schools | | Percent Change | Participating Officers | | Percent Change |
|-----------------------------|---------------------------|------|----------------|--------------|--------|----------------|-----------------------|------|----------------|------------------------|------|----------------|
| | FY98 | FY99 | | FY98 | FY99 | | FY98 | FY99 | | FY98 | FY99 | |
| D.A.R.E. Pre-School | 62 | 69 | 11.3% | 6,370 | 5,301 | -16.8% | 184 | 169 | -8.2% | 102 | 100 | -2.0% |
| D.A.R.E. K-2 | 167 | 170 | 1.8% | 65,547 | 61,224 | -6.6% | 568 | 434 | -23.6% | 265 | 252 | -4.9% |
| D.A.R.E. 3-4 | 175 | 169 | -3.4% | 58,476 | 51,550 | -11.8% | 619 | 504 | -18.6% | 324 | 253 | -21.9% |
| D.A.R.E. 5-6 | 271 | 290 | 7.0% | 82,191 | 84,255 | 2.5% | 938 | 869 | -7.4% | 479 | 466 | -2.7% |
| D.A.R.E. Junior High School | 122 | 114 | -6.6% | 34,680 | 32,658 | -5.8% | 169 | 151 | -10.7% | 197 | 144 | -26.9% |
| D.A.R.E. Senior High School | 53 | 62 | 17.0% | 20,585 | 17,755 | -13.7% | 69 | 70 | 1.4% | 93 | 84 | -9.7% |
| D.A.R.E. Special Education | 55 | 48 | -12.7% | 2,931 | 3,190 | 8.8% | 121 | 74 | -38.8% | 75 | 79 | 5.3% |

Additional Education

The D.A.R.E. message is promoted through a number of additional program components that go beyond what is presented in the classroom curriculum. D.A.R.E. officers are often utilized to present lectures on a number of safety issues geared to children and young adults. These topics may only be briefly touched upon when presenting the classroom instructions, or not presented at all during that time. As part of their community's D.A.R.E. Program, D.A.R.E. officers offered the following educational initiatives.

Chart 4. FY98 - FY99 Number of Police Departments Providing Alternative Education Lessons



D.A.R.E. Student Essay/Poster Contest

Providing fun, educational activities for young people encourages both learning and pride in ones accomplishments. Designing student anti-drug and alcohol essay and poster contests serve to both educate students and promote self-esteem. Students are provided the opportunity to be creative, through writing or art, which in turn allows for positive rewards from D.A.R.E. officers, teachers, and parents. Rewarding students' good work may come in the form field trips, small prizes, or extra credit for schoolwork. The number of police departments and officers

implementing poster and essay contests increased by 9.7% and 25%, respectively, during FY99, with over 45,800 students participating. This reflects a small increase of 2.3% in the number of participating students from the prior year (44,794).

Bike Safety

D.A.R.E. officers are utilized to provide bicycle safety education to young people throughout the community. Safety lessons may be conducted during school hours if a collaborative effort has been made between the department and school officials. Lessons are also available during community events and separately organized classes. Bike safety topics include using proper safety equipment when riding, learning hand signals, riding safely after dark, and using effective reflectors when doing so. Collected for the first time during the 1999 fiscal year, nearly 51,000 students received bike safety education from 266 D.A.R.E. officers.

Stranger Danger/Awareness Education

Stranger Danger/Awareness education, another common safety initiative, goes beyond the anti-drug message which the D.A.R.E. program is designed to address. Promoting personal safety strategies and awareness, of equal importance to drug education and prevention in the D.A.R.E. program, is highly encouraged. Through a collaborative effort between educators and D.A.R.E. officers, a total of 68,157 young people were provided skills to make safe decisions when it comes to being approached by and interacting with strangers.

Bus Safety Training

Teaching methods to ensure personal safety is an inherent part of the D.A.R.E. Program. Designed for students at the lower grade levels, state D.A.R.E. funding provides for bus safety presentations made by D.A.R.E. officers. Students are provided with strategies to keep them safe from injury while riding to and from school, as well as the proper procedures if their safety is endangered in traffic accidents. Just over 83,000 students received bus safety education during the FY99 funding period.

Teen Dating Violence

Teen dating violence education extends beyond the violence prevention component of the D.A.R.E. program, providing young people information pertaining to dating violence and the development of healthy interpersonal relationships. Areas of focus include recognizing the early warning signs of violence, protecting and preventing oneself and others from falling prey to a violent relationship, and maintaining self-esteem during and following such relationships. Teen dating violence presentations may be provided as part of the D.A.R.E. curriculum or presented along with program initiatives available outside the classroom, such as health fairs and community-based violence prevention initiatives. FY99 figures indicate a 6.5% increase in the number of police departments implementing teen dating violence, provided to over 21,500 students from varying grade levels.

Seatbelt Safety

Massachusetts General Law Chapter 90, § 7AA requires that children under five years of age must be securely fastened in a car, according to the instructions of the manufacturer. In addition, children 12 years of age and under must wear seatbelts at all times while traveling. In an effort to promote awareness of these seatbelt laws and to reduce automobile related injuries and

fatalities to children, D.A.R.E. instructors have offered seatbelt safety presentations as part of classroom lectures and community-based initiatives to over 47,000 students during FY99.

Internet Safety

The Internet has become a great source of learning for children, however, given the accessibility of inappropriate material to young children, Internet safety presentations serve to provide young people with the tools to recognize the dangers when using the Internet in school and at home. During FY99, presentations were provided to over 9,800 students. These presentations focused on guidelines for going on-line, such as restricting use in chat rooms and alerting parents or teachers to any inappropriate and/or suspicious messages or Internet sites.

TABLE 5. FY98 and FY99 Participating Police Departments, Youth, Schools, and Officers in Alternative D.A.R.E. Education

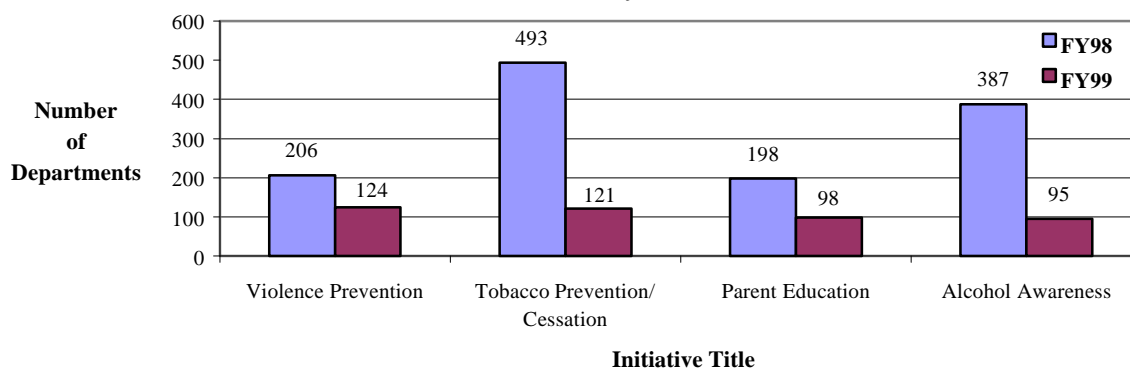
| Curriculum Type | Participating Departments | | Percent Change | Youth Served | | Percent Change | Participating Schools | | Percent Change | Participating Officers | | Percent Change |
|---------------------------------------|---------------------------|------|----------------|--------------|--------|----------------|-----------------------|------|----------------|------------------------|------|----------------|
| | FY98 | FY99 | | FY98 | FY99 | | FY98 | FY99 | | FY98 | FY99 | |
| D.A.R.E. Student Essay/Poster Contest | 155 | 170 | 9.7% | 44,794 | 45,807 | 2.3% | 436 | 444 | 1.8% | 217 | 271 | 24.9% |
| Bike Safety Training | * | 138 | | * | 50,959 | | * | 391 | | * | 266 | |
| Stranger Danger/Awareness | 129 | 104 | -19.4% | 95,420 | 68,157 | -28.6% | 493 | 379 | -23.1% | 196 | 169 | -13.8% |
| Bus Safety Training | 83 | 78 | -6.0% | 98,008 | 83,002 | -15.3% | 339 | 243 | -28.3% | 127 | 118 | -7.1% |
| Teen Dating Violence | 62 | 66 | 6.5% | 22,021 | 21,535 | -2.2% | 89 | 87 | -2.2% | 106 | 98 | -7.5% |
| Seatbelt Safety | * | 63 | | * | 47,180 | | * | 173 | | * | 114 | |
| Internet Safety for Kids | * | 28 | | * | 9,805 | | * | 60 | | * | 40 | |

* Initiative not captured in FY98.

Community Education

State D.A.R.E. funding is used to support community-based anti-drug and alcohol initiatives for young people, parents, and other adult residents. Extending the D.A.R.E. message and establishing alternative program components enhances awareness of the Program, and the dangers of tobacco, alcohol, and drug use. The following listed community education initiatives have been available in communities throughout the Commonwealth with assistance from the D.A.R.E. Program.

Chart 5. FY98 & FY99 Number of Police Departments Providing Community Education Initiatives



Violence Prevention Education

Violence prevention education elaborates on the violence prevention component of the D.A.R.E. curriculum. Presentations address the impact violence has on families and individuals, the role of the media, how to resolve conflicts in non-violent ways, and how young people can help others resolve issues without resorting to violence. D.A.R.E. officers focus on providing students with conflict resolution skills, anger management, and healthy alternatives to preventing violent behavior. The collective effort of community residents, parents, and additional police officers enhances this educational opportunity, and ensures a continuing commitment to violence prevention and an ongoing endeavor by parents to encourage non-violent resolution skills for their children in and outside the home. A total of 16,219 students received violence prevention education during the 1999 fiscal year.

Tobacco Prevention/Cessation

Tobacco prevention and cessation initiatives focus on educating community residents on the dangers and consequences of tobacco use, including cigarettes, chewing tobacco, and cigars. This prevention-based initiative, which attempts to unite parents and children, is designed to reduce the incidence of young people smoking and encourage people who already do smoke to stop. Through the continuing involvement of D.A.R.E. officers, parents, and students, initiatives such as these are continued. Data indicates that the number of participating citizens more than doubled compared to the year before, totaling over 1,900 citizens. For the same year, just over 15,600 students attended tobacco prevention/cessation initiatives across the state.

Parent Education

The D.A.R.E. Parent component allows for a greater degree of understanding beyond what is offered within the school curriculum, and is intended for families of children who are presently participating in the D.A.R.E. program. The Parent component consists of six 2-hour sessions generally held in the evening. These specialized sessions provide parents with more insight on teen drug and alcohol use, early warning signs of use and abuse, and how to effectively talk to their children about substance abuse. Specifically, parents receive instruction on effective communication for parents of children age eight and younger, drug and alcohol prevention and intervention skills for parents of children in middle through high school, youth pressures and resistance skills, violence prevention strategies and conflict resolution. A panel discussion is offered following the completion of the program. The D.A.R.E. Parent component is also designed to stimulate interest in the community and motivate family members to become more involved in drug and violence prevention. These collaborative efforts provide for a more effective program within the community. A reported 6,144 citizens attended the D.A.R.E. Parent component during FY99.

Alcohol Awareness (e.g., MADD/SADD)

D.A.R.E. officers work closely with local community members and anti-drug/alcohol prevention organizations such as Mothers/Students Against Drunk Driving to promote alcohol awareness campaigns. Through these collaborative efforts, students throughout the state are provided with educational program initiatives that address the addictive and often dangerous consequences of drinking, peer pressure, family alcoholism, alcohol related health problems, laws pertaining to alcohol, and the consequences of drinking and driving. Fiscal Year 1999 experienced a great

decline in the number of officers, students, and citizens participating in alcohol awareness programs.

TABLE 5. FY98 and FY99 Participating Full- and Part-Time Police Officers, Students, and Citizens in Community-Based Education Initiatives

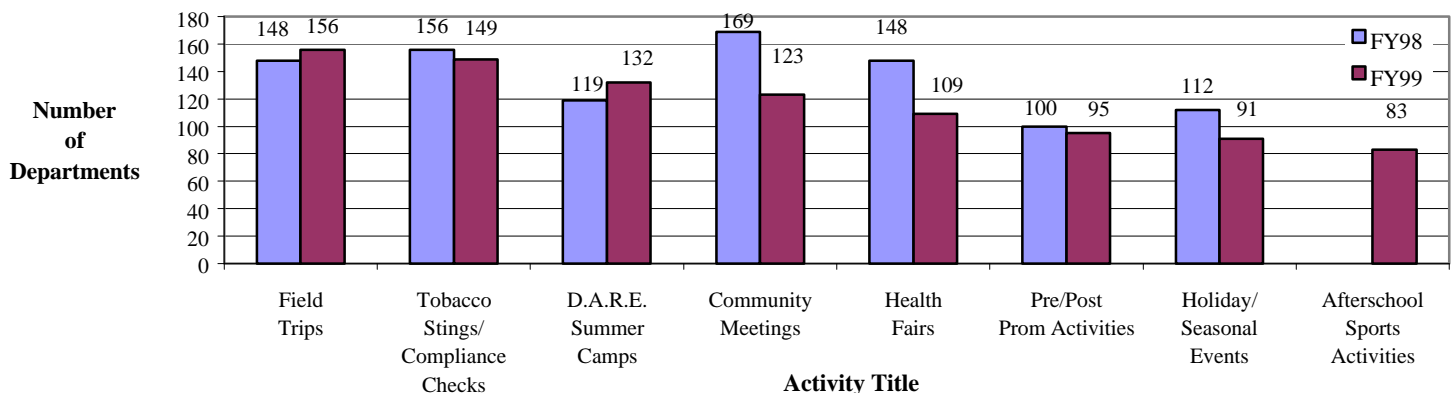
| Initiative Title | Participating Officers* | | Percent Change | Participating Students | | Percent Change | Participating Citizens | | Percent Change |
|-------------------------------|-------------------------|------|----------------|------------------------|--------|----------------|------------------------|-------|----------------|
| | FY98 | FY99 | | FY98 | FY99 | | FY98 | FY99 | |
| Violence Prevention | 206 | 124 | -39.8% | 25,350 | 16,219 | -36.0% | 1,452 | 380 | -73.8% |
| Tobacco Prevention/ Cessation | 493 | 121 | -75.5% | 29,200 | 15,606 | -46.6% | 838 | 1,902 | 127.0% |
| Parent Education | 198 | 98 | -50.5% | 2,198 | 325 | -85.2% | 9,922 | 6,144 | -38.1% |
| Alcohol Awareness | 387 | 95 | -75.5% | 19,504 | 14,337 | -26.5% | 706 | 435 | -38.4% |

* Includes the participation of full- and part-time police officers

Community Outreach Activities

D.A.R.E. funding is utilized to provide for a variety of extra-curricular anti-drug and alcohol activities and community-based initiatives for students. Making these programs available to young people outside the academic environment offers an additional opportunity to encourage resistance to substance use, self-discipline, and self-esteem. The following section offers descriptions of the reported initiatives and data reflecting participation in each initiative.

Chart 6. FY98 - FY99 Number of Departments Providing D.A.R.E. Community Outreach Activities



Field Trips

D.A.R.E. sponsored field trips provide an opportunity for officers to encourage the D.A.R.E. message and offer participating students with extracurricular and educational opportunities to learn and be rewarded for successes during D.A.R.E. lessons in the classroom. Trips to local museums, athletic events, and theme parks are enhanced when the local school district or community collaborates with the D.A.R.E. officer or the police department, providing assistance for transportation, funding, or other related needs to offer field trips. Essay and contest winners, at-risk students, and students that are active in the program can be invited to attend these D.A.R.E. sponsored trips, or the activities may be made available to all students participating in the Program once the curriculum has been completed. During fiscal year 1999, there was a 5.4% increase in the number of police officers providing field trips. Over 24,000 students attended field trips in FY99.

Tobacco and Alcohol Stings/Compliance Checks

In an effort to reduce the availability of tobacco products to minors, police departments implement unannounced compliance checks of businesses that sell tobacco products. This enforcement strategy ensures that business owners are aware of the illegality of selling tobacco products to persons under the age of 18. Like tobacco stings, alcohol stings target merchants who sell alcohol to underage youth. D.A.R.E. students, more so those at the high school level, may volunteer to assist law enforcement officers in cracking down on businesses in violation of these laws. Through vigorous prosecution and subsequent fines of retailers, the access to tobacco and alcohol products by underage persons is reduced. Data indicates that the number of students that participated in tobacco and alcohol compliance checks remained consistent in both FY98 and FY99, 1,299 and 1,285 respectively.

D.A.R.E. Summer Day Program

Through an alliance between District Attorneys, local police departments, Sheriff's Departments, and state and federal law enforcement agencies, the D.A.R.E. Summer Day Program is designed to establish positive relationships between youth, law enforcement, and the community by providing educational and recreational opportunities for young people during the summer break. The D.A.R.E. curriculum, which is introduced throughout the school year, is continued during the summer months where D.A.R.E. instruction is presented one hour per day. At-risk youth are provided skills to resist experimentation with drugs, alcohol, tobacco, and engaging in violence, while the program strives to develop team building, not only between youth and law enforcement, but between community and agency networks. Young people are provided the opportunity to participate in field trips, sporting events, bicycle and fire safety, outdoor ropes courses, K-9 officer visits, and swimming lessons. Compared to the prior year FY99 experienced a reported 11% increase in the number of police departments involved in the D.A.R.E. Summer Day Program, serving over 17,400 young people.

Community Meetings

Ongoing communication between D.A.R.E. officers and community residents is important to the success of the Program. Sharing program information and providing residents, school faculty members, and parents the opportunity to ask questions and make suggestions enhances the scope of the program. Over 7,100 students from 201 schools statewide attended D.A.R.E. related community meetings during the 1999 fiscal year.

Health Fairs (School or Community based)

Community or school-based health fairs are another effective means to promote anti-drug and alcohol use. The D.A.R.E. officer may have a booth designated for the D.A.R.E. program with the assistance of other officers, teachers, or students. Literature on the dangers of alcohol, drugs, and tobacco, as well as program materials and other sources may be available. The presence of D.A.R.E. instructors is a great opportunity for students to pose questions and/or concerns which may not have been addressed during classroom lectures. Grantees reported that just under 34,500 students attended and/or participated in health fairs, along with 182 D.A.R.E. officers, during FY99.

Pre- and Post-Prom Activities

D.A.R.E. officers work with parents and educators to provide high-school students with alcohol and drug-free alternatives to activities held before and after the Prom. These activities are designed to reduce the number of alcohol and drug related traffic accidents and health problems that may occur on Prom night. Activities like these promote responsible and safe behavior on a night that is a milestone for many young adults. 95 police departments provided prom activities during FY99, serving over 25,000 high school students.

Holiday/Seasonal Events

In an effort to maintain a connection with students outside the classroom, D.A.R.E. officers are frequently involved in school and community based holiday and seasonal events that promote awareness of the dangers of alcohol and drug use and the importance of safety during the holiday seasons. These specialized events, such as Halloween safety presentations, substance free community-based Christmas parties, end of summer picnics, and social initiatives, provide an additional opportunity for D.A.R.E. officers, students, and parents to interact and answer any questions as they relate to the program. During the 1999 fiscal year, 231 police officers from 91 departments were involved in holiday/seasonal events, serving just under 30,000 students.

After-School Sports

The involvement of D.A.R.E. officers in informal, after school sports activities offers another means of contact between themselves and students. These activities provide children and adolescents a substance free environment, all the while keeping them physically active and healthy. Reported on for the first time, 236 police officers from 83 local departments were involved with after school sports activities, serving over 11,700 students.

Athletic Team Sponsorship

Much like after-school sports, organized school and community sports teams (e.g., Pop Warner, Youth Hockey League) offer young people drug/alcohol free extra-curricular activities which encourage substance resistance. The involvement of D.A.R.E. officers in athletic activities enhances both the student/officer interaction and the message of abstaining from substance use. Over 160 officers from 82 police departments were involved in athletic team sponsorship.

Community Partnerships

Establishing and maintaining strong partnerships with faculty, parents, and community residents is a necessary component of the D.A.R.E. officer's position. Officer participation in a variety of community or school based partnership groups promotes the program's message, and serves to acquaint residents and parents with the available program initiatives which may be available or have been implemented in that year's D.A.R.E. program.

D.A.R.E Sponsored Youth Dances

Youth dances, held within the school and the community, provide young people with fun alternatives to situations that encourage drug and alcohol use. D.A.R.E. funds may be used directly to support supplies for the dance, or indirectly to support the D.A.R.E. officer's presence at the event. During FY99, 178 officers participated in youth dances where student attendance numbered beyond 25,000.

Post Graduation Activities

Like prom activities, the celebratory nature of graduation may lure students into using drugs and alcohol. D.A.R.E. officers have contributed to supporting/providing alcohol and drug free activities for graduating high school students, and are often on hand participating in activities that follow graduation ceremonies. Seventy police departments were involved in graduation activities during FY99, where over 13,000 students attended.

D.A.R.E. Car Visibility Show

Police departments have transformed patrol vehicles into D.A.R.E. cruisers, and making them available for show during a variety of community events such as homecoming, parades, holiday events, etc. The D.A.R.E. Car Visibility Shows offer students, parents, and community residents an opportunity to view the department's D.A.R.E. cruiser, the equipment used inside the vehicle, and what the equipment is designed to do. This initiative also helps in promoting the role of law enforcement personnel both within and outside of the program.

MADD/SADD Activities/Events

State D.A.R.E. funds are utilized to support and/or promote activities and events between the D.A.R.E. program and Mothers/Students Against Drunk Driving, or a similar anti-substance organization. D.A.R.E. officers and their students may participate in events that are coordinated primarily by the specific organization (e.g., MADD), or in a collaborative effort between the D.A.R.E. officer and the organization. These anti-drug and alcohol activities, held during and following the school day, ensure an additional initiative to assist young people in resisting the pressures of using drugs and alcohol. According to FY99 data, over 16,000 young people participated in MADD/SADD activities.

Ropes Course/Adventure Training for Students

The D.A.R.E. program stresses the importance of self-reliance, self-esteem, and good decision-making skills. Ropes Course and Adventure Training opportunities are designed to promote self-reliance and self-esteem, and provide young people the skills to succeed as individuals and effectively work in a team setting. Exercises require the group to work together when participating in the ropes program, where the success of completing the course is based on how well the team analyzes the problem, communicates with one another, and decides upon a plan of action. FY99 data reported an increase in the number of participating police departments, officers, and students, 20.4%, 28.2%, and 44.7%, respectively, compared to the prior year.

Cable Television Programs

Cable television programs have been used as a media tool to promote awareness of the D.A.R.E. Program and related initiatives implemented within the community. Through the collaborative efforts of D.A.R.E. officers and local organizations and/or citizens, local cable programs can offer area residents educational information regarding substance use and prevention, D.A.R.E. sponsored activities, and updated information on available community-based educational opportunities for youth and area residents. In FY99, 59 officers from 46 police departments participated in cable television programs in an effort to promote D.A.R.E.

Internet Websites

D.A.R.E. officers are encouraged to develop innovative ways to promote the D.A.R.E. Program, and to encourage community awareness and involvement. Local community websites may be enhanced to provide information on the D.A.R.E. Program, past and current activities available to the community, and curriculum overviews, goals, and objectives. Individual police departments may also use funding to place this information on their own website, designed by the D.A.R.E. officer or other staff members within the department.

Career Fairs

D.A.R.E. officers can have a positive impact on young people at all grade levels, guiding and assisting them in achieving their own personal goals. Career fairs encourage young people to look toward the future and its potential opportunities, stressing the importance of resisting alcohol and drug use to achieve one's personal career goals as they grow older. Data on the implementation of career fairs was collected for the first time in FY99, where 37 departments offered this initiative to over 9,400 young people.

TABLE 6. FY98 – FY99 Number of Departments, Youth, Schools, and Officers Participating in Community Outreach Activities

| Outreach Activity | Participating Departments | | Percent Change | Youth Served | | Percent Change | Participating Schools | | Percent Change | Participating Officers | | Percent Change |
|---|---------------------------|------|----------------|--------------|--------|----------------|-----------------------|------|----------------|------------------------|------|----------------|
| | FY98 | FY99 | | FY98 | FY99 | | FY98 | FY99 | | FY98 | FY99 | |
| Field Trips | 148 | 156 | 5.4% | 31,936 | 24,501 | -23.3% | 516 | 348 | -32.6% | 444 | 367 | -17.3% |
| Tobacco Stings/ Compliance Checks | 156 | 149 | -4.5% | 1,299 | 1,285 | -1.1% | 121 | 81 | -33.1% | 263 | 212 | -19.4% |
| D.A.R.E. Summer Camps | 119 | 132 | 10.9% | 18,472 | 17,457 | -5.5% | 428 | 361 | -15.7% | 404 | 418 | 3.5% |
| Community Meetings | 169 | 123 | -27.2% | 10,574 | 7,149 | -32.4% | 300 | 201 | -33.0% | 400 | 219 | -45.3% |
| Health Fairs | 148 | 109 | -26.4% | 52,801 | 34,446 | -34.8% | 271 | 170 | -37.3% | 357 | 182 | -49.0% |
| Pre/Post Prom Activities | 100 | 95 | -5.0% | 26,918 | 25,031 | -7.0% | 121 | 107 | -11.6% | 226 | 154 | -31.9% |
| Holiday/Seasonal Events | 112 | 91 | -18.8% | 37,251 | 29,689 | -20.3% | 322 | 227 | -29.5% | 295 | 231 | -21.7% |
| After-School Sports Activities | * | 83 | | * | 11,783 | | * | 182 | | * | 236 | |
| Athletic Team Sponsorship | 99 | 82 | -17.2% | ** | 6,546 | | ** | 147 | | ** | 161 | |
| D.A.R.E. Sponsored Youth Dances | * | 77 | | * | 25,084 | | * | 143 | | * | 178 | |
| Community Partnerships | 118 | 77 | -34.7% | 19,003 | 6,262 | -67.0% | 296 | 149 | -49.7% | 314 | 157 | -50.0% |
| Post Graduation Activities | 74 | 70 | -5.4% | 17,347 | 13,116 | -24.4% | 152 | 88 | -42.1% | 277 | 141 | -49.1% |
| Alcohol Stings/ Compliance Checks | 70 | 64 | -8.6% | 1,097 | 1,032 | -5.9% | 27 | 28 | 3.7% | 190 | 118 | -37.9% |
| D.A.R.E. Car Visibility Show | 87 | 62 | -28.7% | 23,719 | 13,069 | -44.9% | 204 | 67 | -67.2% | 180 | 123 | -31.7% |
| MADD/SADD Activities | 87 | 60 | -31.0% | 26,497 | 16,073 | -39.3% | 113 | 64 | -43.4% | 193 | 96 | -50.3% |
| Ropes Course/Adventure Training for Students | 49 | 59 | 20.4% | 5,569 | 8,060 | 44.7% | 82 | 101 | 23.2% | 124 | 159 | 28.2% |
| Cable Television Programs | 62 | 46 | -25.8% | 4,935 | 2,564 | -48.0% | 89 | 55 | -38.2% | 106 | 59 | -44.3% |
| Internet Web Site | 63 | 39 | -38.1% | ** | ** | | ** | ** | | ** | ** | |
| Career Fairs | * | 37 | | * | 9,415 | | * | 46 | | * | 60 | |

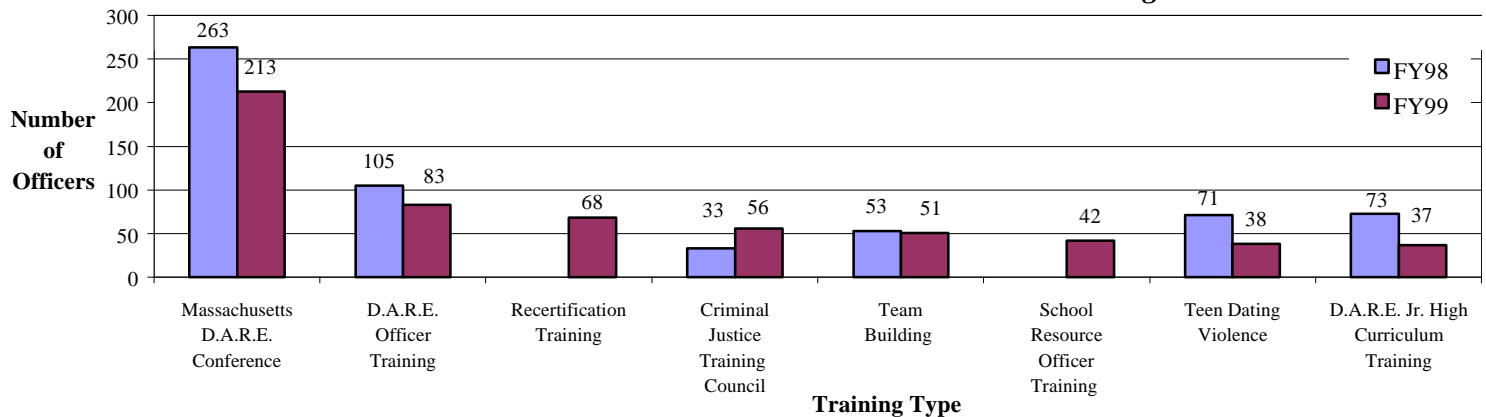
* Initiative was newly implemented in FY99

** Data not captured.

Police Officer Training

The implementation of the D.A.R.E. program and school curriculum mandates all participating D.A.R.E. officers to be trained in, at *least*, the core curriculum. Given the popularity of the program, many departments' D.A.R.E. officers have been trained with the assistance of prior years' D.A.R.E. funds. The success of the D.A.R.E. program curriculum is enhanced through continuing training made available to D.A.R.E. officers and other law enforcement personnel. Providing refresher courses on previous training topics and updating the officers on new concepts can be advantageous in successfully implementing the D.A.R.E. program. Each level of curriculum has been updated to include violence prevention and character education.

Chart 7. FY98 - FY99 D.A.R.E. Police Training



Massachusetts D.A.R.E. Conference

The Massachusetts D.A.R.E. Conference, presented annually by the Massachusetts D.A.R.E. Officers Association, provides D.A.R.E. instructors throughout the Commonwealth an opportunity to learn of program components not yet available in their communities which have been found to be successful in other cities and towns. Police department personnel gain assistance in successfully implementing new D.A.R.E. strategies, learn about D.A.R.E. training presently available throughout the state, and what program components should be considered for the future. During the 1999 fiscal year, 213 officers attended the D.A.R.E. conference.

D.A.R.E. Officer Training (DOT)

The D.A.R.E. Officer Training, also referred to as the Core curriculum training, consists of an intensive 80-hour seminar that provides police officers with the proper skills to present the D.A.R.E. curriculum. The Core curriculum is designed to provide students at the fifth and sixth grade levels the skills to recognize and resist peer pressure to experiment with alcohol, tobacco, and drugs, and engage in violent behavior. Workshop topics include communication and public speaking, teaching methodologies and classroom behavior management, dealing with sensitive issues, stages of chemical dependency, narcotics overview, and team building. Eighty-three (83) officers received D.A.R.E. Officer Training during FY99.

Recertification Training

The Criminal Justice Training Council provides recertification training sessions for D.A.R.E. officers who have been previously certified as instructors, but have not taught the D.A.R.E. curriculum (at any level) within the classroom for more than two years. In addition, curriculum update training sessions, usually lasting for one day only, are held when recent changes and/or

revisions are made to the D.A.R.E. curriculum since the last certification training. All certified D.A.R.E. officers are required to attend these update trainings. The D.A.R.E. curriculum is continually enhanced and expanded to provide the most thorough instruction for children. It is through these update training sessions that officers acquire the knowledge to present the most recent information to students in the classroom. Data indicated 68 officers received recertification training in FY99.

Criminal Justice Training Council (additional training sessions)

The Criminal Justice Training Council (CJTC) frequently holds additional police training sessions, meetings, or conferences which address a variety of topics that may be beneficial to D.A.R.E. officers. Departments throughout the Commonwealth reported sending 56 officers to drug and alcohol prevention training sessions sponsored by CJTC.

Team Building (e.g., Ropes Course)

Team building training serves to limit the degree to which peers can influence a young person to use drugs and alcohol. Offering outdoor activities encourages young people to become independent of their peer group and provides an opportunity for the development of strong decision-making skills and social awareness. To effectively provide young people with activities such as ropes courses and adventure training (see *Community Outreach Activities*), D.A.R.E. officers must be trained. Team building training is designed to provide officers the skills to teach young people how to work together and successfully resolve conflict. Fifty-one (51) officers attended team building training during FY99, just under the 53 attending the prior year.

School Resource Officer Training

School resource officers (SROs) play a crucial role in effectively responding to at-risk or troubled students. SROs monitor schools to prevent and respond to school violence and drug problems, as well as serve as a contact for students, parents, and school faculty regarding school-related problems and safety issues. Given the proximity D.A.R.E. officers have within the school and with the students, many officers play a dual role. During fiscal year 1999, 44 police officers attended SRO training.

Teen Dating Violence Training

In an effort to increase the success of the D.A.R.E. program, officers are encouraged to increase their knowledge on the topic of teen dating violence and abusive relationships. During a two-day teen dating violence training session, officers are provided an overview of the issue of teen dating violence and components of curriculum addressing the issue. Interactive exercises and case studies are used to share information about appropriate school-based interventions. Information regarding available curriculum, resources, and implementation planning is provided. Enabling officers to address issues of violence, which sometimes results in youth drug or alcohol use, is necessary to ensure the success and effectiveness of the program at large. Teen dating violence training was provided to 38 officers during FY99.

D.A.R.E. Junior High Curriculum Training

Police departments are encouraged to expand their local D.A.R.E. program by training officers beyond the Core curriculum. The D.A.R.E. Junior High School training component is held as an additional 3-day seminar for certified D.A.R.E. officers. Similar to the Core curriculum training,

workshops provide presentations on the characteristics of teaching methods and classroom management for students at the junior high school level. Topic areas include techniques on cooperative learning, violence prevention, and character education. During FY99, 37 police officers attended D.A.R.E. Junior High Curriculum Training.

Conflict Resolution Training

Conflict resolution strategies are inherent in the D.A.R.E. curriculum at all levels. Similar to delinquency prevention, these resolution skills are often presented through collaborative meetings between law enforcement personnel and juvenile justice/social service specialists. Conferences, seminars, and training opportunities are available to D.A.R.E. officers as a way to broaden the officer's knowledge, as well as the program content. Thirty-six (36) police officers attended conflict resolution training sessions during the FY99 grant period.

Delinquency Prevention Training

D.A.R.E. officers frequently attend conferences, forums, and educational seminars that focus on delinquency prevention. Police departments are encouraged to expand upon their D.A.R.E. program by participating in initiatives such as these. During FY99, 19 police officers attended training addressing delinquency prevention.

D.A.R.E. Parent Program Training

The D.A.R.E. Parent Program aims to educate both students and parents on drug use and prevention strategies. The 5-day training is designed to provide D.A.R.E. officers with skills to plan, promote, and effectively implement the D.A.R.E. Parent component. Component curriculum focuses on facilitation skills, administrative suggestions, and curriculum modeling. Officers are encouraged to participate in the Parent Program to provide information and assist parents in developing effective communication skills when addressing the topic of drugs and alcohol with their children in the home. Teaching parents how to listen, observe, and be knowledgeable regarding recent drug trends and warning signs can be extremely useful in preventing substance use and abuse in young people. Seventeen (17) police officers attended training sessions for the D.A.R.E. Parent Program component during FY99.

D.A.R.E. Senior High Curriculum Training

The 4-day D.A.R.E. Senior High curriculum training is composed of seminars that focus on providing officers knowledge regarding characteristics of high school students, teaching methodologies and classroom behavior management, teen dating violence, and review of laws which impact juveniles. Because of the team teaching format inherent in Senior High School D.A.R.E. component, participating officers are required to attend the training with the teacher who will be participating in the curriculum instruction. Fourteen (14) police officers attended Senior High curriculum training during the FY99 funding period.

Gang Suppression

Gang Suppression education enhances the D.A.R.E. program curriculum by building on the violence prevention skills taught by D.A.R.E. officers. D.A.R.E. officers are provided outside opportunities to learn about gang-related issues, indicators of involvement, and most important, methods to reduce the number of young people who become associated with gangs or gang-

related groups. In FY99, 13 officers utilized D.A.R.E. funding to attend Gang Suppression training.

TABLE 7. FY98 – FY99 Number of Police Officers Attending D.A.R.E. Training

| Training Title | Number of Officers Trained | | Percent Change |
|--|----------------------------|------|----------------|
| | FY98 | FY99 | |
| Massachusetts D.A.R.E. Conference | 263 | 213 | -19.0% |
| D.A.R.E. Officer Training | 105 | 83 | -21.0% |
| Recertification Training | ** | 68 | |
| Criminal Justice Training Council Training | 33 | 56 | 69.7% |
| Team Building Training | 53 | 51 | -3.8% |
| School Resource Officer Training | ** | 44 | |
| Teen Dating Violence Training | 71 | 38 | -46.5% |
| D.A.R.E. Jr. High Curriculum Training | 73 | 37 | -49.3% |
| Conflict Resolution Training | 35 | 36 | 2.9% |
| Delinquency Prevention Training | 48 | 19 | -60.4% |
| D.A.R.E. Parent Program Training | 24 | 17 | -29.2% |
| D.A.R.E. Sr. High Curriculum Training | 15 | 14 | -6.7% |
| Gang Suppression Training | 32 | 13 | -59.4% |
| Child Abduction Prevention Training | ** | 12 | |
| Massachusetts Tobacco Conference | 18 | 8 | -55.6% |
| Child Witness Training | ** | 3 | |
| C.O.R.E. Training | 114 | ** | |

** Data not available in FY99

Additional Reported Training Opportunities

During FY99, communities receiving D.A.R.E. funds reported having their D.A.R.E. officer(s) trained in a variety of areas to broaden the officers' ability to relate to D.A.R.E. participants, and to expand on violence prevention and awareness education. Specifically, training sessions focusing on child witness to violence and child abduction prevention assist D.A.R.E. officers in recognizing and handling cases where children may be suffering harm within the home.

Communication and Computer/Information System Equipment

In an effort to enhance local D.A.R.E. Program initiatives, police departments utilized funds to purchase a variety of communication and computer/information system equipment. These equipment purchases facilitates the officers' interaction with students and enhances innovative ways to present the D.A.R.E. Program. Having immediate access to televisions and V.C.R.s aids the officer in efficiently providing lessons or other activities, as opposed to depending on the availability of such equipment through the school. Police departments may also purchase equipment to develop and support interactive websites that provide local community notices regarding the program, and also serve as a forum for residents to pose questions to their local department.

TABLE 8. FY98 – FY99 Number of Communication Equipment Purchased

| Equipment Item | Number of Items Purchased | | Percent Change |
|------------------------------|---------------------------|-------|----------------|
| | FY98 | FY99 | |
| Pager | 54 | 31 | -42.6% |
| Cellular Phone | 14 | 16 | 14.3% |
| Hand-Held Radio | 3 | 14 | 366.7% |
| Desk Phone | ** | 3 | |
| Cruiser Mounted Radio | 2 | 2 | 0% |
| Police Radio Console | 0 | 0 | 0% |
| Other Equipment | | | |
| Playground/Activity Supplies | ** | 1,856 | |
| Youth Sports Equipment | ** | 1,088 | |
| Bike Helmets | ** | 249 | |

** Not reported for FY98

TABLE 9. FY98 – FY99 Number of Computer and Information System Equipment Purchased

| Equipment Item | Number of Items Purchased | | Percent Change |
|----------------------------|---------------------------|------|----------------|
| | FY98 | FY99 | |
| Software | ** | 15 | |
| Personal Computer | 24 | 12 | 50.0% |
| Printer | 27 | 12 | -55.6% |
| Laptop | 8 | 11 | 37.5% |
| Camera | 16 | 11 | -31.3% |
| Modem | 17 | 7 | -58.8% |
| Overhead Projector | 6 | 6 | 0% |
| V.C.R. | 15 | 5 | -66.7% |
| Television | 15 | 5 | -66.7% |
| Scanner | ** | 5 | |
| Microphone/Audio Equipment | 3 | 3 | 0% |
| Photocopier | ** | 2 | |
| Camcorder | 10 | 1 | -90.0% |

** Not reported for FY98

CONCLUSION

Over the past five years, the Massachusetts D.A.R.E. Program has provided funding to communities and police departments allowing for the implementation of the D.A.R.E. curriculum and related anti-drug and violence initiatives. Starting as early as the pre-school level and continuing onwards into high school level, drug awareness and prevention education are provided to ensure knowledge and strong decision making strategies for young people to utilize in the immediate and distant future. The continuing participation of students, community members, teachers, and school administrators contribute to the success of D.A.R.E. Programs at the community level. The Executive Office of Public Safety continues to support D.A.R.E. and encourage related initiatives that assist young people in saying No to Drugs.

REFERENCES

1. Bureau of Justice Assistance (Fact Sheet). 1995. *Drug Abuse Resistance Education (D.A.R.E.)* FS000039. Department of Justice, Washington D.C.
2. Bureau of Justice Assistance (Bulletin). 1995. *Community Policing and D.A.R.E.: A Practitioner's Perspective*. NCJ154275. Department of Justice, Washington D.C.
3. Rosenbaum, D.P., Hanson, G.S. (1998). *Assessing the Effects of School-Based Drug Education: A Six Year Multi-Level Analysis of Project D.A.R.E.* University Illinois. Chicago, IL.
4. Bureau of Justice Assistance (Program Brief). 1993. *An Introduction to the National DARE Parent Program*. NCJ142422. Department of Justice, Washington D.C.
5. D.A.R.E. America (1994) *D.A.R.E. Officers Guide*. Los Angeles Unified School District. U.S.A.

FOR REVIEW PURPOSES ONLY.

Executive Office of Public Safety Programs Division

FY99 D.A.R.E. YEAR-END EVALUATION REPORT

Department Name: _____ Telephone Number: _____

Chief's Name: _____ Fax Number: _____

Project Director/Contact Person: _____ Website: http://_____

Please check the box if your department's State Fiscal Year 1999 D.A.R.E. funds have been used for the following educational youth programs and community outreach activities. When applicable, clearly indicate the number of youth, schools, and police officers participating in the program.

EDUCATIONAL INITIATIVES FOR YOUTH

| | | # of Participating Youth | # of Participating Schools | # of Participating Officers |
|---|--------------------------|--------------------------|----------------------------|-----------------------------|
| D.A.R.E. Pre-School | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Kindergarten - Grade 2 | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Grades 3 - 4 | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Grades 5 - 6 (Core Curriculum) | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Junior High School | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Senior High School | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Special Education | <input type="checkbox"/> | _____ | _____ | _____ |
| Teen Dating Violence Education | <input type="checkbox"/> | _____ | _____ | _____ |
| Bus Safety Training | <input type="checkbox"/> | _____ | _____ | _____ |
| Bike Safety Training | <input type="checkbox"/> | _____ | _____ | _____ |
| Seatbelt Safety | <input type="checkbox"/> | _____ | _____ | _____ |
| Internet Safety for Kids | <input type="checkbox"/> | _____ | _____ | _____ |
| Stranger Danger/Awareness Program | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Student Essay/Poster Contest | <input type="checkbox"/> | _____ | _____ | _____ |
| Other (specify): _____ | | _____ | _____ | _____ |
| Other (specify): _____ | | _____ | _____ | _____ |

COMMUNITY OUTREACH ACTIVITIES

| | | # of Participating Youth | # of Participating Schools | # of Participating Officers |
|--|--------------------------|--------------------------|----------------------------|-----------------------------|
| Tobacco Stings/Compliance Checks | <input type="checkbox"/> | _____ | _____ | _____ |
| Alcohol Stings/Compliance Checks | <input type="checkbox"/> | _____ | _____ | _____ |
| Ropes Course/Adventure Training for Students | <input type="checkbox"/> | _____ | _____ | _____ |
| MADD/SADD Activities/Events | <input type="checkbox"/> | _____ | _____ | _____ |
| Holiday/Seasonal Events | <input type="checkbox"/> | _____ | _____ | _____ |
| Pre- and/or Post-Prom Activities | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Sponsored Youth Dances | <input type="checkbox"/> | _____ | _____ | _____ |
| Post Graduation Activities | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Car Visibility/Show | <input type="checkbox"/> | _____ | _____ | _____ |
| D.A.R.E. Summer Camps | <input type="checkbox"/> | _____ | _____ | _____ |
| Field Trips | <input type="checkbox"/> | _____ | _____ | _____ |
| Health Fairs | <input type="checkbox"/> | _____ | _____ | _____ |
| Career Fairs | <input type="checkbox"/> | _____ | _____ | _____ |
| Cable Television Program | <input type="checkbox"/> | _____ | _____ | _____ |
| Partnerships with the Community | <input type="checkbox"/> | _____ | _____ | _____ |
| Community/Meetings | <input type="checkbox"/> | _____ | _____ | _____ |
| Athletic Team Sponsorship | <input type="checkbox"/> | _____ | _____ | _____ |
| Afterschool Sports Activities | <input type="checkbox"/> | _____ | _____ | _____ |
| Internet Web Site | <input type="checkbox"/> | _____ | _____ | _____ |
| Other Community Activities (specify): _____ | | _____ | _____ | _____ |

FOR REVIEW PURPOSES ONLY.

Executive Office of Public Safety Programs Division

FY99 D.A.R.E. YEAR-END EVALUATION REPORT

COMMUNITY EDUCATION INITIATIVES

If your department has used FY99 (July 1, 1998 to June 30, 1999) funds for community training, please indicate the number of full- and part-time officers, students, and adult citizens participating in these initiatives.

| | # of Participating Full-time Officers | # of Participating Part-time Officers | # of Participating Students | # of Participating Adults |
|--|--|--|--------------------------------|------------------------------|
| Tobacco Prevention/Cessation | _____ | _____ | _____ | _____ |
| Alcohol Awareness (e.g., MADD/SADD) | _____ | _____ | _____ | _____ |
| Violence Prevention | _____ | _____ | _____ | _____ |
| Parent Education (e.g., D.A.R.E. Parent Program) | _____ | _____ | _____ | _____ |

OFFICER TRAINING INITIATIVES

If your department used State FY99 D.A.R.E. funds for police training initiatives, please indicate the number of attending police officers. If a training was attended by department personnel and is not among those training initiatives listed, please enter it in the space labeled "Other."

| | # of Officers Trained | | # of Officers Trained |
|--|-----------------------|-------------------------------------|-----------------------|
| Massachusetts D.A.R.E. Conference | _____ | Child Witness Training | _____ |
| D.A.R.E. Officer Training | _____ | Child Abduction Prevention Training | _____ |
| Massachusetts Tobacco Conference | _____ | Gang Suppression | _____ |
| D.A.R.E. Junior High Curriculum Training | _____ | Conflict Resolution | _____ |
| D.A.R.E. Senior High Curriculum Training | _____ | Delinquency Prevention | _____ |
| D.A.R.E. Parent Program Training | _____ | School Resource Officer Training | _____ |
| Criminal Justice Training Council | _____ | Team Building (e.g., Ropes Course) | _____ |
| Recertification Training | _____ | Other (specify) _____ | _____ |
| Teen Dating Violence Training | _____ | Other (specify) _____ | _____ |

D.A.R.E. PERSONNEL

Please indicate the number of full-time and/or part-time D.A.R.E. Officers your department compensated with State FY99 D.A.R.E. funds

| | # of Full-Time Officers | # of Part-Time Officers |
|--|-------------------------|-------------------------|
| Officers spend 75-100% of their time on D.A.R.E. related activities. | _____ | _____ |
| Officers spend less than 75% of their time on D.A.R.E. related activities. | _____ | _____ |

Please indicate if your department compensated any of the following external personnel with State FY99 D.A.R.E. funding.

| | # of Instructors |
|---|------------------|
| Massachusetts State Police <input type="checkbox"/> | _____ |
| Sheriff's Department <input type="checkbox"/> | _____ |
| Neighboring Police Department <input type="checkbox"/> | _____ |
| Other Instructor (specify) _____ <input type="checkbox"/> | _____ |

Please indicate whether your department utilized and compensated any of the following full-time and/or part-time civilian support staff in the implementation of its State FY99 D.A.R.E. Program.

| | # of Full-Time Staff | # of Part-Time Staff |
|-----------------------|----------------------|----------------------|
| Grant Writer | _____ | _____ |
| Secretary | _____ | _____ |
| Counselor | _____ | _____ |
| Teacher | _____ | _____ |
| Project Coordinator | _____ | _____ |
| Other (specify) _____ | _____ | _____ |

D.A.R.E. EVALUATIONS and PUBLICATIONS

If program evaluations and/or publications (e.g., newspaper articles, press releases) have been conducted/produced in FY99, please check the corresponding box. When responding Yes, please attach a copy of the evaluation instrument and any related reports.

Student Evaluations ☐ Teacher Evaluations ☐ Parent Evaluations ☐ Publications ☐

FOR REVIEW PURPOSES ONLY.

Executive Office of Public Safety Programs Division

FY99 D.A.R.E. YEAR-END EVALUATION REPORT

PURCHASES

Please indicate the number of items below that have been purchased by your department with State FY99 D.A.R.E. funds.

Computer/Information System Equipment

Communication Equipment

| # of Items Purchased | # of Items Purchased | # of Items Purchased |
|-------------------------------|----------------------------------|------------------------------------|
| Personal Computer _____ | Camcorder _____ | Police Radio Console _____ |
| Software _____ | Camera _____ | Cruiser Mounted Radio _____ |
| Printer _____ | Photocopier _____ | Hand-Held Radio _____ |
| Modem _____ | Fax Machine _____ | Desk Phone _____ |
| Laptop _____ | Overhead Projector _____ | Cellular Phone _____ |
| Mobile Data Terminal _____ | Scanner _____ | Pager _____ |
| Hand-Held Data Terminal _____ | Microphone/Audio Equipment _____ | Other (specify) _____ |
| V.C.R. _____ | Radio/Stereo _____ | |
| Television _____ | Other (specify) _____ | |
| | | <u>Other Equipment</u> |
| | | Bike Helmets _____ |
| | | Playground/Activity Supplies _____ |
| | | Youth Sports Equipment _____ |

FINANCIAL OVERVIEW

Please complete the following by providing the appropriate amount in each corresponding space reflecting activity from July 1, 1998 through June 30, 1999. Please enter 0 for items that are not applicable. This report should reflect expenditure of State FY99 D.A.R.E. grant funds only.

| <u>Budget Category</u> | Remaining FY98 Funds (as of 6/30/99) | Total FY99 Budgeted Funds | FY99 Expenditures (7/98 - 6/99) | Remaining FY99 Funds (as of 6/30/99) |
|----------------------------------|--|------------------------------|---------------------------------------|--|
| Training | | | | |
| Personnel | | | | |
| Overtime for Training | | | | |
| Overtime for Replacement Costs | | | | |
| Overtime for Beyond Tour of Duty | | | | |
| Supplies/Operating Expenses | | | | |
| Equipment | | | | |
| Communication Equipment | | | | |
| Other | | | | |
| TOTAL | | | | |